AGENDA / MINUTES OF THE
DEVELOPMENT COMMITTEE

AGENDA

DEVELOPMENT COMMITTEE

1993 04 06

Confirmation of the minutes of the regular meeting of 1993 02 11.

GENERAL

NEW BUSINESS:

1. Secondary School Religious Education Credit Courses - Information (requested by Trustee Korz)

2. Survey to Address the Needs of Potential Dropouts (requested by Trustee Orban)

3. May Meeting Date

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

MAY, 1993

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
11th International Conference on Magnet Schools Tacoma 1st-5th						1
2 Peel Board - "Psychology and Reading" Mississauga 7th	3 E D U C A T I O N W E E K	4	5	6 Development 18:15	7	8
9	10	11 Operations Management 18:15	12	13 Personnel and Organization 18:15	14	15
16 Home and School 17th 19:00	17 Special Operations Management 18:15	18 Special Operations Management 18:15	19 Special Education Advisory Committee 19:00	20 Board 20:00	21	22
23 Int'l. Conf. on Cooperation in Education - Toronto 29-31	24 VICTORIA DAY Education Centre Closed	25	26	27	28	29
30	31	Chairs 17:30				

Issued 1993 04 01

AGENDA

DEVELOPMENT COMMITTEE

1993 05 13

Confirmation of the minutes of the regular meeting of 1993 04 06.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ENVIRONMENTAL POLICY REPORT

ENVIRONMENTAL EDUCATION IN THE CLASSROOM

◆ **MAY DEVELOPMENT COMMITTEE PRESENTATION**

PROGRAM OF EVENTS

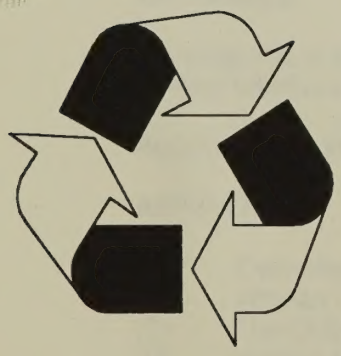
The Environment - Everybody's Job

Displays will be set up in the foyer and first floor locations.

BACKGROUND

From the Annual Report approved in March, 1993 and as part of Education Week , a Report to the May Development Committee on activities being carried out in our classrooms was approved.

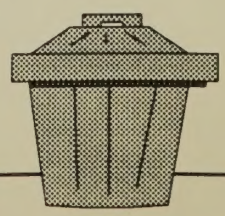
The format for the presentation is in two parts. The first part is a series of short presentations about programs in cooperation with public and private organizations. The second part is viewing of displays and talking with the display hosts.



Reduce Reuse Recycle

1. Welcome and overview
2. SEEDS - a short presentation about the program and the schools participating, followed by a special school presentation
3. Enviro - House , special thanks
4. Greening of Schools - presentation by representative from the Hamilton Region Conservation Authority
5. Student Presentation
6. Viewing the displays and meeting with display hosts
7. Return to Board Room for final remarks and general questions.

Prepared by:
Jeff Nichol,
Environmental/Outdoor
Education Consultant
Pat Gillie -
Superintendent Sponsoring
the Environmental Policy



Approved by: D. W. Goodridge, Director and Secretary

1993.05.13

To: Chairman and Members
Development Committee
Education Centre

From: Elizabeth G. Bond, Superintendent of Program

Re: Tri-Board Family Violence Prevention Project Update

Report: INFORMATION/DECISION

BACKGROUND

In 1989, the Hamilton Board of Education became involved in the Family Violence Prevention Project through its membership on the Hamilton-Went worth Child Abuse Council (Appendix A). The Council was established in 1975 and is comprised of representatives from child welfare, education, health, and social service agencies as well as related government agencies who are concerned about child abuse.

ISSUE

To provide an annual update for trustees regarding the status of violence prevention initiatives in the system.

RECOMMENDATION

That the Report on the Tri-Board Family Violence Prevention Project Update be received for information.

RATIONALE

Because this is an emerging program annual updates contain information about ongoing activities as well as new initiatives (Appendices B, C, D, E, F, J).

Appendices G, H, I address the requests made last year for evaluation of the results of the project.

APPENDICES

(A) Overview, The Hamilton-Wentworth Child Abuse Council
(B) Why an in-school program?
(C) The Children Speak Out
(D) Holistic Program for the Prevention of Family Violence
(E) A Cross-disciplinary Planning Process
(F) Family Violence Prevention: Supporting Existing Curriculum
(G) Significant Learnings of Students
(H) Significant Learnings of Teachers
(I) Evaluation of Family Violence Prevention Pilots
(J) Update on Hamilton Board of Education Initiatives (1992/93)

Prepared by: K. Hibbins, Coordinator, Family Studies
J. Fisher, Community Child Abuse Council
D. Mitchell, Curriculum Design and Development, Community Child Abuse Council
B. F. Schofield, Coordinator, Adjustment Services
R. Binns, Superintendent of Schools, Area 3
E. G. Bond, Superintendent of Program

Appendix A

Hamilton-Wentworth Community Child Abuse Council
(Suzanne Mulligan, Executive Director)

- 22 community agencies/boards of education
- housed in Lloyd George School

Tri-board Family Violence Prevention Project

- Dr. Donna Mitchell
- Joan Fisher

Touching Play

- spring tour in schools

Alliance for Sexual Abuse Program

Handbook for the Prevention of Child Abuse

Education Program

Hamilton Board of Education

- Kathie Hibbins

Wentworth County Board of Education

- Ilza Dreimanus

Hamilton-Wentworth Roman Catholic Separate School Board

- Des Brennan

Hamilton Board of Education Violence Prevention Education Steering Committee

Chair:

- Kathie Hibbins, Family Studies Co-ordinator
- Marie Bountrogianni, Chief Psychologist
- Rick Clarke, Principal, Stinson Street School
- Lesley Cunningham, Adjustment Counsultant, Area 1
- Joan Fisher, Community Child Abuse Council
- Gail Glenney-Burke, Social Worker, Area 1
- Cam Gauldie, Guidance Counsellor, Sir Winston Churchill
- Beth Jazvac, Principal, Hill Park
- Barb Jepson, Vice-Principal, Viscount Montgomery
- Vic Lepp, Guidance Co-ordinator
- Donna Mitchell, Community Child Abuse Council
- Carol Ramberan, Transition Years Co-ordinator
- Bryan Schofield, Adjustment Services Co-ordinator
- Shelagh Simpson, Early Years Co-ordinator
- Joe Trovato, Psychological Consultant, Area 3
- Mary Jean Tyczynski, FormativeYears Co-ordinator

Why An In School Program?

Schools influence all children.

Apart from the family, the school is the one institution that influences all children in our society. Children spend approximately 6 hours a day at school. For many children, the school is the most stable influence in their lives.

Schools' mandate includes development of social skills and positive self concept.

Traditionally schools have shared responsibility for preparing young people for their roles in society. The Ontario Ministry of Education states that its overall purpose is "helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural and moral development." Within this broad mandate is a commitment to the whole child and development of students' social competence, feelings of well being and self confidence.

Schools teach self concept.

A teachers role goes beyond the teaching of reading, writing and arithmetic. In their interactions with students, teachers give students knowledge about their personal worth. NEXT TO THE HOME, THE SCHOOL IS THE SINGLE MOST IMPORTANT FORCE IN SHAPING A CHILD'S SELF CONCEPT.

Schools offer alternate realities

For students who are victims of family violence the school environment can provide an alternate reality that challenges beliefs from home such as:

- "big people are bullies who push little people around"
- "violence is the way to solve problems"
- "I am unlovable".

Appendix C

THE CHILDREN SPEAK OUT:

Please Don't Hurt Us

Everywhere in the world there are children being abused sexually, physically and mentally. Whether or not it's by parents, relatives, or any person, it hurts us. I don't think it's fair that we children should have to go through the hurt that these sick people are putting us through. Why can't children lead a normal and fun childhood without being hassled and tormented by other adults that had a bad childhood? It's not right that other adults take their problems out on innocent children because we have to pay. We shouldn't have to pay for what they went through, but it always seems that we children end up getting hurt.

It does no good for adults to take their problems out on us **because we children will grow up learning to take our troubles out on others rather than talking to someone about it.** The saying "What's modeled will happen" is very true because it doesn't matter where you are, if there's an older group of people then it's bound to happen. The younger group of people will do what the older people model. We young children are just trying to get a message across to some people that all we are asking is to learn to grow up and talk about our problems so that we don't take our troubles out on our own kids.

In order for us to do so we ask you adults to be supportive enough so that we can feel comfortable to talk to you. You will feel good about yourself and also that you helped another life and future to come.

Grade Eight Student-Hillcrest

Appendix D

HOLISTIC PROGRAM FOR THE PREVENTION OF FAMILY VIOLENCE

- A Social and Life Skills Approach (JK - OAC)

HEALTHY RELATIONSHIPS

AIMS:

1. Understanding the factors contributing to healthy versus abusive relationships.

2. Understanding of the importance of healthy relationships for meeting personal needs and feeling worthwhile as a person.

3. Development of appropriate social skills.

COMMUNICATION

AIMS:

1. Development of skills in active listening and expressing verbal and non verbal messages.

2. Appreciation that a healthy sense of self worth and respect for others promotes effective communication.

3. Understanding that effective communication, including appropriate assertiveness and conflict resolution skills is essential in situations of interpersonal conflict.

SELF ESTEEM

AIMS:

1. Development of good feelings about self.

2. Knowledge of factors that affect self esteem and behavior.

3. Understanding and valuing personal empowerment.

4. Development of strategies to maintain a feeling of competence, including taking responsibility for decision making.

Overall Goal:

To Prevent Family Violence by Empowering Children

PREVENTION OF STEREOTYPING

AIMS:

1. Development of skills to critically examine how stereotypes are perpetuated.

2. Understanding that there are no "appropriate" or "allowable" stereotypes.

3. Development of gender free attitudes.

4. Appreciation of individual differences.

PERSONAL SAFETY

AIMS:

1. Knowledge of personal safety.

2. Development of problem-solving skills to identify at risk situations and appropriate responses to maintain personal safety.

3. Knowledge about personal and community resources and how to access and use them when needed.

FAMILY VIOLENCE AWARENESS

AIMS:

1. Awareness of the prevalence of family violence (child abuse, wife assault and elder abuse).

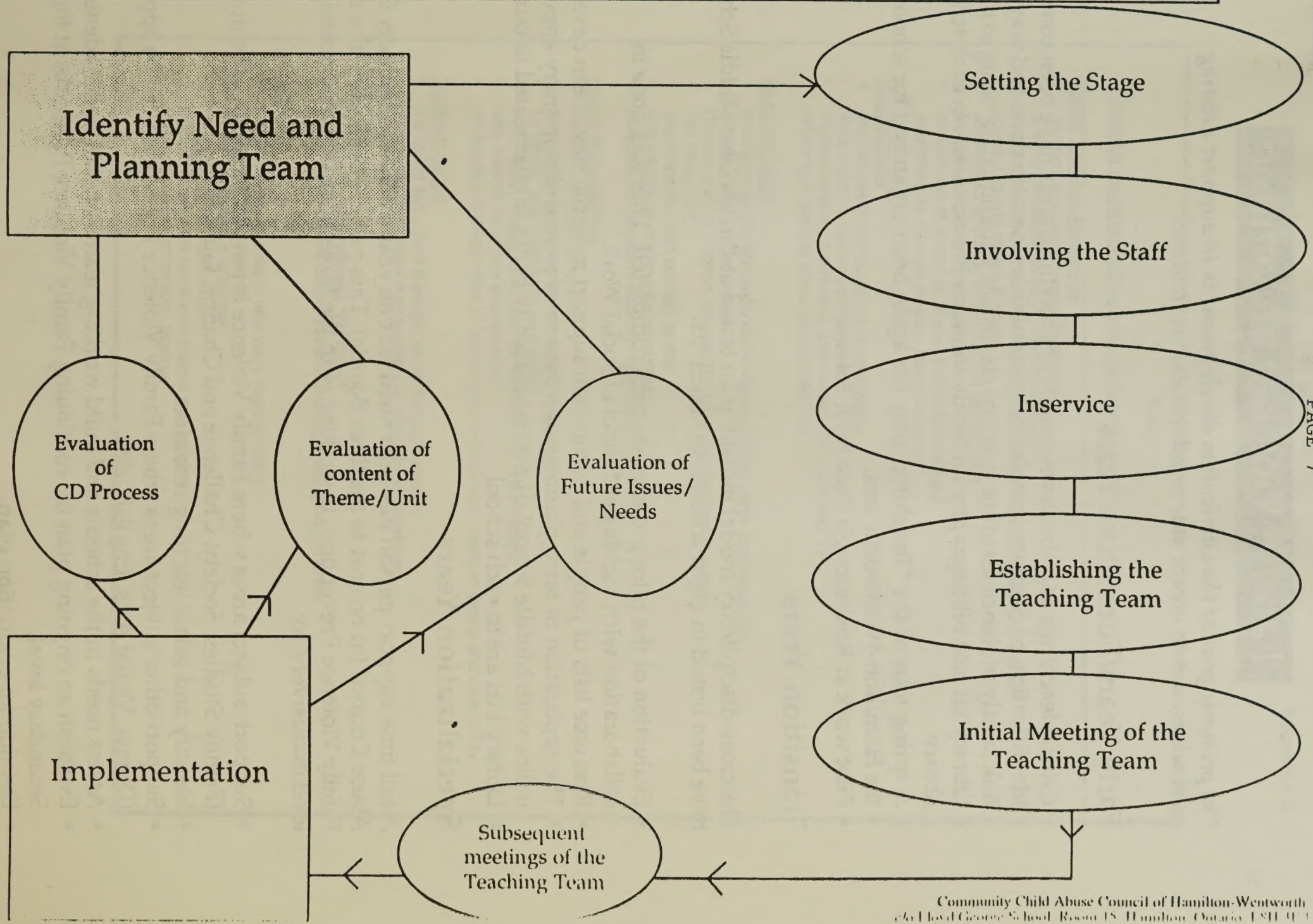
2. Knowledge of individual, family, society and cultural factors that contribute to family violence.

3. Development of empathy for individuals who experience family violence.

4. Understanding of the use of power and control in abusive relationships.

5. Understanding that there are no "appropriate" or "allowable" victims.

A Cross-disciplinary (CD) Planning Process



Community Child Abuse Council of Hamilton-Wentworth
c/o Lloyd George School, Room 18, Hamilton, Ontario L8H 4C1

Family Violence Prevention

The primary goal of the curriculum development is to support existing curriculum, not to create new or additional curriculum.

Early Years/Formative Years

- Critical learnings and the development of growth strands have been completed.
- Identification of common problems, opportunities, or situations and ways to link family violence learning to actual classroom situations are being explored.
- Library kit and bibliography on family Violence Prevention is in each school library.
- A spring tour of the "Touching" play has again been organized for schools in the Hamilton-Wentworth area.
- Pilot work at Roxborough Park Pr/Jr School.

Transition Years

The cross-disciplinary model initially pilot tested at Burkholder Middle School will have been tested in eight schools by March '93.

- Evaluation of the pilot projects has been completed. This was done in collaboration with McMaster School of Social Work.
- Resource lists of people and curriculum support material have been developed.
- The application of team planning and the use of a cross-disciplinary approach are in line with Middle School directions currently being implemented in our Board.
- Library kits are in each school.

Specialization Years

A full time support person has been hired for one year by the Community Child Abuse Council (at no cost to the three Boards). This person, with expertise in Family Violence Prevention, is working with the three Boards at the Secondary level exclusively, to:

- Support subject areas where Family Violence is part of existing curriculum (Family Studies, Society, Challenge and Change, Guidance).
- Identify and select teaching resources.
- Support other subject areas where Family Violence Prevention can be applied (Drama, Visual Arts, English, etc.).
- Assess needs in the schools and build working teams of staff and students.
- Establish an ongoing plan for continuing Family Violence Programs at the Secondary level.
- Develop an evaluation plan.

Table 10

Significant Learning for Students - by Category

Family Violence Awareness
- awareness of what family violence is
- greater sensitivity to other kids (empathy)
- recognition that family violence is not an isolated experience/you're not alone; there is others like me
- awareness of power and control in relationships
- no appropriate time to hit any one
- awareness of extent of abuse, including date rape
- beginning to change attitude about violence

Stereotyping
- awareness of stereotyping in advertising
- awareness of stereotyping in media
- learned about stereotyping and violence in media and TV
- challenged beliefs about macho behavior

Personal Safety
- problem-solving steps/decision-making/gained some strategies for violent, negative behaviors
- there is a lot of support, you don't have to handle it on your own
- NO means NO
- situations that can put kids at risk
- knowledge of community resources
- playground - problem-solving - less violent

Health Relationships
- families function differently
- sometimes families should eat supper together
- for some, appreciation of own family
- developed coping strategies for dealing with relationships
- kids tried to treat one another better
- an increased awareness of themselves and how they relate to peers and own family

Communication
- it's OK to talk about feelings, about things in your life
- demonstrating anger management in playground situations

Self Esteem
- for victims - the message "I'm Okay"
- grade 7 & 8's more conscious of their image with younger ones

Other
- saw teachers as people who were there for them
- kids saw unit as relevant
- family atmosphere in school
- they can make a difference
- learned about how law views assault and bullying
- kids seem more adaptable, flexible

Table 11

Significant Learnings for Teachers

Learned a lot about Family Violence
- "a lot of myths blown out of the water"
- increased awareness of disclosure procedures and use of community resources
- observational skills-signs to look for, questioning and active listening skills

Greater closeness with students
- more patience and empathy for kids
- greater recognition of needs of the whole child
- really talked with kids
- learned where kids were coming from
- importance of letting kids see teachers as people - share the personal touch

Learning of new educational/teaching strategies
- learned how to put together a cross-disciplinary unit
- importance of allowing students time to process - requires a different type of lesson plan
- shared teaching strategies
- learned new presentation styles - video, small group, cooperative learning
- feel we can work with one another's curriculum
- staff need outside support and resources

Relationships improved between staff
- cooperation and tolerance during planning
- reinforced that we are a good team
- some staff had to come to grips with own situations (of abuse)
- staff supporting one another

High relevance for students
- kids disclosures make topic relevant
- had kids interest for 12 days
- same students who do not normally participate, participated fully
- there is an absolute need for this

Other
- feel we can tackle new things
- need to teach journaling skills to students
- high anxiety - overpreparedness - excellent experience
- "don't water rocks" - can't change everyone
- surprised at extent of resources in this area
- gained "sky high" credibility in community
- need to start a social skills program in grade 1

COMMUNITY CHILD ABUSE COUNCIL OF HAMILTON-WENTWORTH

EVALUATION OF F.V.P. PILOTS

INTERMEDIATE LEVEL

In 7 of the pilot schools, students participating in a Family Violence Prevention Unit were given a pre-test before the unit and a post-test following the unit. The test consisted of a structured questionnaire that was an adaptation from the questionnaire developed at the London Court Clinic. Questionnaires were administered within a class, and the questions were read out loud, while students followed along with their own questions. All questionnaires were anonymous. Forms were collected, coded, and analyzed by persons not at the school. (Dr. Ralph Brown, Professor of Social Work, McMaster University did the statistical analysis).

Results:

Students participating in a Family Violence Prevention Unit demonstrated some significant changes in knowledge about family violence.

Following the unit more students correctly rated:

- 1 out of 10 Canadian women are assaulted by the men with whom they live
- 90% of violence is directed at women and children
- alcohol does not cause family violence
- when a man abuses a woman, he tries to control her
- if someone swears at or intimidates another person, this is abuse
- a husband and wife sharing power does *NOT* cause violent fights.

Many students (61%) know someone who has been verbally or emotionally abused, where as close to half (47%) know someone who has been physically or sexually abused.

Conclusion:

These results indicate, that for a short term program (one to three weeks in length), there was increased knowledge about family violence. It is recognized that the program needs to begin in Kindergarten, and build throughout the student's school experience (K-OAC). Also, the focus of the Family Violence Prevention Units was to raise awareness and begin to develop attitudes such as, ***"there are no "appropriate" or "allowable" victims"***.

What is needed to break the cycle of violence is an ongoing behaviour or skill component. This is currently being initiated through peer mediation and/or conflict management training. Linking conflict management to school discipline policies will create school climates where violence is not acceptable and students receive direct instruction in ways to manage interpersonal conflict in non-violent ways.

UPDATE ON HAMILTON BOARD OF EDUCATION INITIATIVES (1992/93)

Drama:

Bill Manson, Coordinator of English, has assisted in the development of experiential drama units dealing with the issue of power and control.

Under the leadership of Dave Dayler, students and staff at Westdale Secondary School have created a high impact play called "Black and Blue" which will be presented to students at Hillcrest and Tweedsmuir. To support this play, a teachers' guide has been developed that provides in-service and classroom strategies.

Touching Play and In-service: Again this year 16 schools will see a performance of the play "Touching". Research results from Wilfrid Laurier University indicate positive short and long term results from both the play and the format used.

Networking:

Contact staff in each school in the Hamilton Board have been identified. These people have attended some form of Prevention of Family Violence inservice.

Newsletter:

Our second edition is in the planning stage and tentatively will include an inventory of system initiatives; school, area, and system resource people; community resource contacts; a bibliography from the Harry Paikin Library; audio-visual resources; and a glossary of terms.

Pilots:

Area 3 is presently implementing a major pilot project -- "JK to OAC Family Violence Prevention Program" in three schools (Roxborough Park, Hillcrest, Sir Winston Churchill).

Middle School Pilots: Tweedsmuir Middle School and Westview Middle School are presently participating in pilot programs.

Steering Committee:

A strong co-ordinating steering committee meets regularly to discuss, plan, and implement Family Violence Prevention initiatives. They also act as resources in the system.

Representatives from the Steering Committee are involved with...the Secondary Safe Schools Committee, ...the Student Restraint Procedural Committee, ...the Safety of Staff During Home Visit Procedural Committee, ...the Health and Safety Operating Procedure Committee, ...the developement and implementation of mediation programs, ...the design and implementation of a School Protocol to assist children who have witnessed family violence.

Transition and Senior Years:

A Family Violence Prevention planning guide (Responses in Schools for Violence Prevention [RSVP]) should be ready by March 31/93.

The Hamilton Foundation provided a substantial one time grant that enabled the Community Child Abuse Council to hire Joan Fisher to facilitate programming in Secondary Schools. Joan is presently working with the staffs from Sir Winston Churchill, Cathedral, and Ancaster High.

Workshops:

Saturday, April 17, 1993: Two workshops are being presented simultaneously for other Boards of Education to learn how they can design and implement similar programs.

-"Touching" -- A Child Prevention Program
-Learn to Develop Your Own Cross Disciplinary Violence Prevention Unit

Saturday was chosen so that as many interested staff as possible could participate at minimal costs to their respective Boards.

Wednesday, May 12, 1993 at 6:30 p.m. -- Rix Rogers, an Ontario expert on violence and abuse will be the keynote speaker at a resource fair entitled "Teachers Concerned About Violence" to be held at Michelangelo Banquet Centre, 1555 Upper Ottawa. Tri-Board Ministry Funding has enabled us to organize this event.

Thursday, May 14, 1993 -- the Hamilton Teachers' Federation is devoting its day to Violence Prevention. Mrs. Priscilla des Villiers is the keynote speaker.

The local branch of the Federation of Women Teachers' Association of Ontario (FWTAO) will be organizing a workshop on media violence. Date to be announced.

1993 05 13

To: **Chairman and Members,**
Development Committee,
Hamilton Board of Education for the City of Hamilton,
Hamilton, Ontario.

From: Nancy Nicholls - Superintendent of Schools

Re: Organization "Athletes Helping Athletes"

Report: Information

BACKGROUND

During the past few months, a non-profit organization has been working in Hamilton to prepare for the launching of a new program, Athletes Helping Athletes created through a partnership with the Hamilton Tiger-Cat Football Club, McMaster University, Canada Centre for Drug-Free Sport, and Nesbitt Thomson Inc.

The Industrial Education Council under the leadership of Bob Phillips, is serving in a co-ordinating capacity to help with the initiation of this project. Professional athletes will train college and secondary school athletes to make effective presentations, develop communication skills, identify substance abuse, use sports to develop positive messages, work toward creating greater sportsmanship in athletics.

These athletes will in turn work with their secondary and elementary feeder school students. The program is based on peer leadership. It is believed that college athletes can better relate to those students who are closer in age. Similarly by creating positive relationships between secondary and elementary students, discussions can be relevant and personal.

Six local secondary schools are involved in the pilot project. The two from Hamilton are Scott Park and Barton There is an Advisory Board which will oversee the activities of the AHA (Canada). The attached FACT SHEET will provide further details. (appendix A)

ISSUE

To share with the trustees information about Athletes Helping Athletes.

RECOMMENDATION

(1) That this report be received for information.

(2) That an update be presented in May, 1994.

RATIONALE

The purpose of Athletes Helping Athletes is to:

- educate selected student athletes to serve as role models in their school communities
- to stress the importance of "staying in school" for secondary and elementary students
- to develop leadership and recognize the significance of a role model
- to promote the acquisition of a healthy drug-free lifestyle
- to develop essential life skills
- to develop relationships where personal problems and concerns can be discussed with a trusted and respected peer
- to provide the opportunity to present a positive profile of our athletes

ATHLETES HELPING ATHLETES

STUDENT-ATHLETE LEADERSHIP PROGRAM

FACT SHEET

WHAT IS IT?

ATHLETES HELPING ATHLETES (AHA) is a non-profit organization comprised of professional, amateur and varsity athletes, and representatives from education, business and the community-at-large, who have joined together to train secondary school athletes to present a positive message to elementary school students.

THE MESSAGE

The AHA message is *"motivational by example."* In recounting their own experiences and accomplishments the athletes make the students aware of the importance of staying in school and the dangers of substance abuse and drinking and driving. The presentations emphasize such topics/themes as:

- Positive mental attitude
- Respect for oneself and others
- Intelligent decision making and choices
- Dreaming dreams and goal setting
- Effort in education

THE PHILOSOPHY

When young people are in elementary school, they develop attitudes, habits and values that will influence the major decisions of their lives. Will they develop habits for punctuality and regular attendance? Will they attempt to cheat the system, or will they develop values of fair play and honesty?

AHA feels that by promoting participation in athletics, young people will acquire the lifeskills to make intelligent decisions throughout life. High profile athletes who will be good role models for students, will be mobilized to have a positive influence on their **attendance, attitudes and achievement.**

THE GOALS

- To impart information to youth and their parents on the importance of staying-in-school to graduation.
- To **focus** public attention on the importance of instilling values about the true meaning of sports or athletic participation.
- To **mobilize** community stakeholders in the private, non-profit and public sectors to contribute to the development and extension of the program and to the public awareness campaign.
- To **improve** the image of athletes at all levels and **promote** the positive aspects of **participation** in extra-curricular activities, such as sports.
- To **identify** and communicate to young people, the life skills acquired through participation in athletics and how they can be transferred to everyday life experiences.
- To **teach** through practical applications, lifeskills such as public speaking and listening, teamwork and leadership skills.
- To **promote** improved attendance, attitudes and achievement.

CORPORATE SPONSORS

PANASONIC

NESBITT THOMSON INC.

TIGER-CAT FOOTBALL CLUB

PRIMARY FUNDERS

STAY IN SCHOOL
L'ÉCOLE AVANT TOUT

Employment and Immigration Canada

Government of Canada
Minister of State for Youth

Gouvernement du Canada
Ministre d'État à la Jeunesse

CENTRE CANADIEN SUR LE DOPAGE SPORTIF

CANADIAN CENTRE FOR DRUG-FREE SPORT

REPORT OF THE COMMITTEE TO STUDY RELIGIOUS EDUCATION IN SCHOOLS

Present: Trustees Korz (Chairman), Johnston, Mason and Cunningham.

Also Present: Trustees Lowe and Mulholland.

Official Present: E. Bond (Superintendent of Program)

The Committee recommends:

GENERAL

1. That the following draft documents from the Ministry of Education and Training be received for information:

(a) Opening or Closing Exercises

(b) Education About Religion in Ontario Public Elementary Schools

2. That the letter from Wilfrid Laurier University regarding courses on religious education be received for information.

3. That the Hamilton Board of Education send a letter of appreciation to The Synod of the Diocese of Niagara for their concern with Education about Religion in public schools and express the Board's support, in principle, for the Church's resolution regarding Multi-Faith Education About Religion programs.

Respectfully submitted,

G. Korz
Chairman

Committee Room
1993 04 26

Hamilton Region Conservation Authority

GREENING Your School

Report to the Board of Education for the City of Hamilton
May 13, 1993

"Greening Your School" is a project sponsored by the Ministries of Energy, Environment, and Natural Resources to offer a comprehensive approach to improving the environmental responsibility of Ontario's elementary schools. The need for such guidelines was identified by the Hamilton Region Conservation Authority, and, therefore, schools in three Hamilton-area boards were used to develop and pilot test the program.

In the Board of Education for the City of Hamilton, Lincoln Alexander school was used to develop the Greening Your School document during the winter of 1992.

On January 26, 1993, an implementation workshop was held at the HRCA headquarters in Ancaster and eight more schools from this board were involved in the Greening Your School program. The schools involved were:

- Adelaide Hoodless
- Buchanan Park
- Hillsdale
- Highview
- Lisgar
- Lloyd George
- Gordon Price
- Stinson Street

In total, 25 schools in the Hamilton area have already received training on the Greening Your Schools program. Participants came from the Wentworth County Board of Education, the Hamilton-Wentworth Roman Catholic Separate School Board, and the Board of Education for the City of Hamilton.

The Greening Your School program was created to fill a gap in the resources currently available to teachers. Teachers requested an easy-to-understand guide outlining the daily routines and behaviour changes they should undertake to have a positive impact on the environment.

Instead of focusing on global issues, this document looks inside the school building and offers concrete, practical suggestions on how to save resources. It focuses on waste reduction, energy efficiency, and water conservation. The book gives advice on office procedures, physical plant retrofits, procurement policies, lunchroom programs, and classroom routines.

A wide range of class activities are also included to assist the students in understanding why there is a need for conservation, and what they can do personally to make a difference.

Principals, teachers and custodians from each school are encouraged to form a "green team." Unfortunately, the strike prevented the custodians from attending the workshop. In this unique team approach, the members gain a better understanding of the role each has in greening and develop an appreciation for each other's efforts. The teachers saw demonstrations of the student activities and received a KIT containing all the concrete aids needed to conduct them.

Environmental studies consultant Jeff Nichol attended the workshop and said, "There is a willingness by a variety of schools to try to become more environmentally conscious. The workshop was excellent for all team reps to see the commitment of their colleagues."

The principal from Lisgar school, Catherine Powell, told the workshop coordinators, "Thanks for the enthusiasm and concrete ideas."

Pat Disher, the environmental representative from Lloyd George, was delighted that "Everything we need is provided in our KITS, including the puppets. Very impressive!"

Marilyn Marshall and Lorraine Yamamoto from Gordon Price were pleased that "our school is on the right track." They purchased additional copies of the Greening Your School document for their staff members.

Province-wide implementation of the Greening Your School program will begin in September 1993. The Hamilton Board has a head-start in greening. It also has the opportunity to become a leader in terms of environmental responsibility and can accomplish significant financial savings through conservation. As the Board's environmental policy states, it will **"support and promote practices and programs which are compatible with a healthier, less polluted, and sustainable environment."**

P.O. Box 7099, 838 Mineral Springs Road, Ancaster, Ontario L9G 3L3 (416) 525-2181 or 648-4427 Office Fax 648-4622 Shop Fax 525-2214

AGENDA

DEVELOPMENT COMMITTEE

1993 06 03

GENERAL

NEW BUSINESS:

1993 06 03

To: Chairman and Members
Development Committee
Education Centre

From: Bruce Sinclair, Superintendent of Human Resources

Re: Race Relations and Ethnocultural Equity Policy

Report: Information

BACKGROUND

On May 11, 1992 the Board's Development Committee approved the Race Relations and Ethnocultural Equity Policy and Implementation Plan. This information, along with the related materials, was sent to Principals, Superintendents, Managers and Supervisors by the Director on May 14th, setting in motion the full system implementation of this Policy.

In preparation for this report a survey form was designed, and on May 1, 1993 sent to all schools and superintendents, in order to monitor and evaluate the implementation progress.

Considering the fact that there has been a change of personnel and accountability this annual update contains information derived from the survey, ongoing activities and future directions.

ISSUE

To provide an update for Trustees and Sr. Management regarding the progress achieved since introducing the Policy into the system.

RECOMMENDATIONS

That the progress report of the Race Relations and Ethnocultural Equity Policy be received for information.

RATIONALE

Assessing progress and establishing future directions for the program for the 1993-94 school year.

APPENDICES

#1. Copy of survey form and covering letter
#2. Survey results
#3. Activities of Affirmative Action/Employment Equity Coordinator
#4. Future Directions

Prepared by:
Irene Sushko, Affirmative Action/Employment Equity Coordinator

APPENDIX # 1

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2539

100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
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Director of Education & Secretary

Directeur de l'éducation et secrétaire

May 5, 1993

TO: SCHOOL PRINCIPALS / SUPERINTENDENTS

RE: Race Relations and Ethnocultural Equity Policy Implementation

In May of 1992 the Board approved the Race Relations and Ethnocultural Equity Policy and Implementation Plan, which set in motion the full system implementation of the Policy.

The success of the program is critical to the Board's goal to provide racial and Ethnocultural Equity to students, staff and community as well as to improve the system's ability to respond appropriately to racial tensions and conflict.

Enclosed is a survey form that will provide vital information with which to evaluate and monitor the implementation progress as well as for a June report to the Trustees. The information gathered will also be valuable in planning and setting future directions. It would be appreciated if the form could be completed and returned as requested by May 14th. The element of time necessary for completing surveys has been taken into consideration and it has therefore been designed for expeditious responses.

Thank you for your leadership in this area, as we continue to work together towards a more equitable environment for our students and staff, which reflects, respects, and celebrates the racial, ethnic, cultural and religious plurality of our society.

Please direct your questions and concerns regarding the survey to Irene Sushko, Affirmative Action/Employment Equity Coordinator, who provides coordination and support services for the Race Relations and Ethnocultural Equity Policy (ext. 305). Please note that the survey form, when completed is to be sent to the Research Services Department.

Sincerely

Donald W. Goodridge
Director of Education and Secretary

encl.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

APPENDIX # 1

Towards Race Relations & Ethnocultural Equity

Policy Implementation Progress Survey

To be completed and forwarded to:
Research Services
4th Flr., Education Centre
by Friday, May 14th, 1993

1a. Has your school/department had an Awareness Training session for **staff**? yes [ ] no [ ]

1b. **If yes,**

- when? April '92 - June '92 [ ] Sept '92 - April '93 [ ]
- in which form(s)? presentation [ ] video [ ] reading material [ ] other [ ] _____
- by whom? Board office [ ] outside [ ] internal (school/dept) [ ]
- how satisfied were you with the results?

very dissatisfied		neutral		very satisfied
1	2	3	4	5

- was there any follow-up? yes [ ] no [ ]

2a. Has your school had an Awareness Training session for **students**? yes [ ] no [ ]

2b. **If yes,**

- when? April '92 - June '92 [ ] Sept '92 - April '93 [ ]
- in which form(s)? presentation [ ] video [ ] reading material [ ] other [ ] _____
- by whom? Board office [ ] outside [ ] internal (school/dept) [ ]
- how satisfied were you with the results?

very dissatisfied		neutral		very satisfied
1	2	3	4	5

- was there any follow-up? yes [ ] no [ ]

3. To this date, which special programs/initiatives have been carried out with respect to the policy under your school plan?

Ongoing [ ] Multi-cultural program [ ] Objectives developed [ ]

4a. Has compliance with the Race Relations/Ethnocultural Equity Policy been included in your school's Discipline Policy? ***(please submit a copy with this survey)*** yes [ ] no [ ]

4b. Has it been communicated to parents? yes [ ] no [ ]

4c. Which method(s)? newsletter [ ] parent-teacher meeting [ ] other [ ] _____

5. Has an advisory committee been set up in your school/area/dept.? yes [ ] no [ ]

6. Name and title of contact person for the Advisory Committee:

_____

7. Briefly outline the Advisory Committee's short and long term Action Plans.

Short term:

_____

_____

_____

Long term:

_____

_____

_____

8. Which type(s) of assistance do you require to effectively carry out your plans?

inservice training [ ] rescurce material [ ] planning assistance [ ]
consultation [ ] other [ ] _____

9. Other comments or suggestions:

_____

_____

_____

10. School/Dept. _____ Area _____

thank you!

zm
1993 05 04

Appendix # 2

RACE RELATIONS AND ETHNOCULTURAL EQUITY POLICY IMPLEMENTATION PROGRESS SURVEY

- 76% response overall
- 77% response from Elementary Schools
- 72% response from Secondary Schools

NOTES:

Re questions 1a and 2a - *"other"* comments listed separately

Re question 4a - concerning Discipline Code

Although only 56% have answered positively, comments indicate that many schools are in the process of including compliance with the Policy into their Discipline Code.
(comments listed separately)

Re questions 1b, 2b, 3, 4a, 4c - in some cases multiple selections were indicated

Towards Race Relations & Ethnocultural Equity n = 72

Policy Implementation Progress Survey

To be completed and forwarded to:
Research Services
4th Flr., Education Centre
by Friday, May 14th, 1993

Karen Chaikoff,
Project Research Analyst
May 1993

1a. Has your school/department had an Awareness Training session for **staff**? yes [ ] 75% no [ ] 25%

1b. **If yes,**

- when? April '92 - June '92 [ ] 28% Sept '92 - April '93 [ ] 49%
- in which form(s)? presentation [ ] 67% video [ ] 13% reading material [ ] 43% other [ ] 22% _____
- by whom? Board office [ ] 33% outside [ ] 10% internal (school/dept) [ ] 40%
- how satisfied were you with the results? very dissatisfied 1 4% 2 8% (12%) 3 neutral 14% 4 41% 5 31% (74%) very satisfied
- was there any follow-up? yes [ ] 78% no [ ] 22%

2a. Has your school had an Awareness Training session for **students**? yes [ ] 41% no [ ] 59%

2b. **If yes,**

- when? April '92 - June '92 [ ] 7% Sept '92 - April '93 [ ] 35%
- in which form(s)? presentation [ ] 31% video [ ] 8% reading material [ ] 10% other [ ] 19% _____
- by whom? Board office [ ] 0% outside [ ] 13% internal (school/dept) [ ] 25%
- how satisfied were you with the results? very dissatisfied 1 15% 2 4% (19%) 3 neutral 12% 4 31% 5 38% (69%) very satisfied
- was there any follow-up? yes [ ] 85% no [ ] 15%

3. To this date, which special programs/initiatives have been carried out with respect to the policy under your school plan?

Ongoing [ ] 58% Multi-cultural program [ ] 32% Objectives developed [ ] 28%

4a. Has compliance with the Race Relations/Ethnocultural Equity Policy been included in your school's Discipline Policy? ***(please submit a copy with this survey)*** yes [ ] 56% no [ ] 44%

4b. Has it been communicated to parents? yes [ ] 47% no [ ] 53%

4c. Which method(s)? newsletter [ ] 31% parent-teacher meeting [ ] 17% other [ ] _____ 25%

5. Has an advisory committee been set up in your school/area/dept.? yes [ ] 29% no [ ] 71%

6. Name and title of contact person for the Advisory Committee:

_____

7. Briefly outline the Advisory Committee's short and long term Action Plans.

Short term:

_____

_____

_____

Long term:

_____

_____

_____

8. Which type(s) of assistance do you require to effectively carry out your plans?

inservice training [ ] 22% resource material [ ] 33% planning assistance [ ] 21%
consultation [ ] 28% other [ ] _____ 8%

9. Other comments or suggestions:

_____

_____

_____

10. School/Dept. _____ Area _____

1 29%
2 27%
3 28%
4 16%

thank you!

zm
1993 05 04

POLICY IMPLEMENTATION PROGRESS SURVEY

TOWARDS RACE RELATIONS & ETHNOCULTURAL EQUITY

1 b) Jig Saw Activity, discussion groups
C-D unit
discussion groups
in-service by Area Team
group activities
play
Drama Presentation - Area 3
oral presentation
group discussion
drama
group discussion
spirited discussion
dialogue

2 b) dramatic arts performance
drama
presentation of printed policy to each student by teachers and administrative staff
daily assembly
workshops/luncheons
underground railroad tour
discussion
Songs Around the World (music), UNICEF, in class lessons, celebrating differences, core french/ethnic origins and languages, Five and Alive Unit (environmental studies)
social skills school wide unit: topics - acceptance/understanding others
advisor theme, drama presentation (Primary)
discussion
play
second step PGM

4 a) added September 1993
under review now
currently underway
not available yet, nearing completion for June 93
not specifically - however we discuss all students being treated equally
is being developed with inclusion.
presently under review for more in depth inclusion
policy currently under review - will be included
will be - it is under development
Discipline Policy is currently being written
we are in the beginning stage of developing a policy

4 a) in progress - draft copy due June
in progress
policy still being revised
for Fall of '93
to be revised 1993-94
see policy - behaviour to others is a central point in the policy.
in process
Revision of Discipline Policy planned for 1993/94.
in the process of being put together for September 1993
We are rewriting our discipline policy and we have included this in our revision.
being completed by May '93 - will forward then.
not specifically
presently being printed in revised form although previous Discipline Code covered it in principle.
for September 1993

4 b) will be in fall of 1993
will be, parents sit on committee to develop it.
October '93
being developed
in the process
not applicable yet
still in process
will be
draft form
to be issued August 1993

4 c) brochure
ongoing personal contact as needed
home
display
letter
Reminder Binder
not applicable yet
code
Discipline Code
draft policy available on request
Home and School are involved in process.
booklet is being prepared
meeting
Home & School
our school stresses respect for similarities rather than differences.
mailing of policy with recent report.
school planner (enclosed)
student planner, phone calls
student handbook

8 none
none at present
sharing of successful efforts
none
knowledge of successful models

Question #7 - Briefly outline the Advisory Committee's short and long term Action Plans.

SHORT TERM - Drama presentation. Implementation of behaviour code on pilot basis with curriculum written to address rights, Responsibility and Respect for all divisions of school.
LONG TERM - Acceptance of Behaviour Code (final copy to press).

SHORT TERM - Meet with teacher from another school and share ideas and develop a plan for staffs. Send home revised discipline code.

SHORT TERM - Review discipline code. Incorporate Race Relations and Ethnocultural Equity guidelines as well as "safe society" concepts.
LONG TERM - Monitor development of social skill development in relation to Race Relations and Ethnocultural Equity as well as safety/self discipline issues.

SHORT TERM - Remembrance Day Assembly. Multi-cultural approach. We're all the same - we all suffer in times of war.
LONG TERM - Our discipline code and our daily social skills aware program. Our office referral record keeping helps monitor pupil behaviour.

SHORT TERM - To implement a problem solving process which incorporates a feeling component and addresses racial comments (racism).
LONG TERM - To implement our code of conduct which address racial issues according to policy.

SHORT TERM - Handle each situation as it comes along.
LONG TERM - Incorporate our EASL "kids" into as much of the regular programming, assemblies as possible.

SHORT TERM - Year one - staff development
LONG TERM - Year two - school wide activity
Year three - community involvement

SHORT TERM - Develop a comprehensive school policy that is supported by neighborhoods. It is our aim to have it become part of our citizenship rather than a separate piece of paper.
LONG TERM - Get past the awareness to a sharing, caring and understanding.

SHORT TERM - In-service lunchroom staff.
LONG TERM - Presentation to students. Incorporation in discipline policy. Multicultural celebration.

SHORT TERM - Multicultural school wide theme and open house with separate school and middle school
LONG TERM - We are currently integrating cultural based material into regular daily curriculum ie. reading and resource books.

SHORT TERM - E.S.L. teacher had a mini session on cultural diversity. School rules altered to incorporate racial as well as ethnic, religious or other insults.
LONG TERM - School plan to be officially altered to incorporate long term plans of actions for Race Relations and Ethnocultural Equity.

SHORT TERM - Bulletin boards stressing multiculturalism. Assemblies and plays dealing with race relations. Establish list of student translators. Invited speaker to explain to staff specific religious occasions.
LONG TERM - Stress similarities rather than differences. Investigate packages "Recognizing Bias In Learning Materials" and "Ways To Avoid Bias" . Highlight specific religions and national holidays of our ESL students.

SHORT TERM - Acquisition of new resources. Black History Awareness Language Program. Incorporate into existing Discipline Policy. Social Skills Program.
LONG TERM - Cross Disciplinary Unit SK-Gr 8 "Living Together in Harmony" 1993-94. Inservice staff, students, parents sessions. Social Skills Program. Revise Discipline Policy. Welcome booklet.

SHORT TERM - Awareness amongst staff and students. Part of school plan.
LONG TERM - Incorporation into all parts of school life for staff and students.

SHORT TERM - Inservice/Awareness Training for all staff - teachers and support staff. Develop "welcoming" school atmosphere/procedures for new families and students. Develop discipline code to reflect Race Relations and Ethnocultural Equity Policies.
LONG TERM - Implement discipline code. Incorporate Race Relations and Ethnocultural Equity Policies into social skills curriculum. Ongoing inservice for staff re: ethnocultural back grounds within our school. Increase resource materials in library - broader ethnocultural scope.

SHORT TERM - To provide a forum for discussion. To identify issues and concerns. To develop an action plan.
LONG TERM - To improve community relations. To voice sensitivity of staff. To make curriculum more inclusive of the contributions of various ethnic groups.

SHORT TERM - Student awareness continuing. Starting multicultural club.
LONG TERM - Adding to Discipline Policy. Liaison with feeder schools to develop comprehensive monitoring and reinforcement.

SHORT TERM - To raise awareness. To celebrate similarities. To search out resources.
LONG TERM - September 1993 - Black History Unit in History. Black Studies Course.

SHORT TERM - An advisory committee has just been struck with three volunteers to date. This committee will meet prior to the end of June/93 to look at both short and long term goals.

SHORT TERM - Multicultural announcements. Recognition of Religious Holidays. Celebration of Black History Month - number of activities in school and city wide. Grade 10 English unit being developed for inclusion in curriculum (Sept. 93)
LONG TERM - Establish a standing committee of students/staff who will act as an advisory group to staff and administration with the purpose of fostering multiculturalism at

SHORT TERM - To develop an awareness of possible problems. To develop a process to be used to correct problems.
LONG TERM - Organize a multi-cultural day. To develop a planned year to celebrate achievements of all groups.

SHORT TERM - Assure compliance with Board Policy. Continue to meet and communicate with students. continue Native studies workshops (Canada Council Grant).
LONG TERM - Be aware of changing students, staff and community needs.

SHORT TERM/LONG TERM - See policy for description of goals not stated, is that in an effort to make it a real working document we printed it on heavy paper stock so that it could stay out on teachers' desks.

SHORT TERM - Curriculum review and implementation of appropriate materials are ongoing. Key areas at the moment are English, Geography and History.

QUESTION #9 - Other comments or suggestions:

We are not specifically treating this policy in isolation from our Behaviour Code.

Race Relations is a part of our objectives and will continue to be in 1993/94.

We have twice in the past 3 years had cross-disciplinary units school-wide or multiculturalism and racism (based on school/board policy).

I am on Area 4 Race Relations and Ethnocultural Equity committee. Plans for an area, meet periodically with Irene Sushko to help keep us on track.

We have not as yet addressed it fully in the school goals, however, it is included as part of our Discipline Behaviour Code document. We have perused the material. I'm waiting for in-service in the fall to assist staff on better understanding the policy.

We have a large Serbian population. We could easily excite calm waters.

School is represented on Area Planning Committee and will be incorporating directions into school needs.

Our E.S.L. team plays a key role within our school in regards to multiculturalism, school plan and awareness training.

The race relations policy needs to be implemented in a positive manner in which children and adults learn to appreciate difference in others.

We have built the objective of the policy that apply to our grade level into our on-going cross-grade group themes all year.

Plan to include above in 1993/94 school plan. Plans to be finalized.

We had an informal committee (at several staff meetings) and discussed the policy. Individuals have tried to incorporate into classroom planning in an on going way.

Presently rewriting behaviour code that includes ethnocultural component. Committee members include students, parents and staff.

We, as school staffs, need more support available to respond to our needs as racial issues, etc., arise. There appears to be little advice, education or caring available, particularly for the classroom teacher who is the one faced with these issues daily.

A priority for September 1993.

In-service has been provided for lunchroom supervisors. In-service was missed by custodian because of strike.

To include in the School Policy and Procedures Manual an entry polity for New Canadian families - Fall of 1993. Provide translated invitations to parents of ESL students for special events - on going. Provide visual displays of different cultural celebrations using bulletin boards and special posters - on going. Morning announcements to include special celebrations and festivals from around the world - on going. Parents of children from different backgrounds share folk art and cultural materials with our students - on going.

We are in the process of formalizing our Discipline Policy and planning to have it complete by the end of June 1993.

This policy will be a part of our school plan for 1993/94.

Our Advisory Committee will be a subcommittee of our Community Relations Committee which will be set up in September 1993, as laid out in the school plan. The Discipline Code will be revised by that committee.

We consider this a priority in our school plan and will continue to work on both long and short term goals.

Our school plan has "Respect For All" Policy which covers all aspects of discrimination.

Our ESL/ESD teachers is actively involved in keeping staff appraised of current community issues.

From start to finish it's takes a year and a half to complete a policy, with one person heading the process, a person that is driven by the need to complete the task.

Have had two presentations to staff. Second presentation was much better received.

Neville Nunes has been helpful as have community members.

Planning assistance may very well be required in the near future.

This issue will be addressed in the school pan for 1993-94 which is currently being prepared and in the written Code of Behaviour for the school.

Appendix #3

Race Relations and Ethnocultural Equity Policy

ACTIVITIES OF AFFIRMATIVE ACTION/EMPLOYMENT EQUITY COORDINATOR RELATIVE TO THE ABOVE POLICY - Nov. 1992 to present

AWARENESS TRAINING SESSIONS AND PLANNING

- Area 3 Resource Team
- Bennetto
- Lake Avenue
- Richard Beasley
- Robert Land
- Ryerson
- Warehouse staff and Asbestos team

- Centennial - planned for November 1993
- Finance Department - planned for November, 1993
- Dalewood - date to be determined

Area 4
- member of planning committee to determine Area 4 needs - now in the planning stage for a presentation to Principals in the fall
- prepared list of legislation impacting on Race Relations and Ethnocultural Equity Policy specifically for Area 4

Area 3
- presentation to Resource Team re Policy and future plans
- presented Race Relations Awareness training session

OPSTF
- member of planning committee for "Fostering Cultural Harmony" workshop to be held in November

Program Department
- prepared scenario dealing with diversity for Professional Development day workshop
- worked with facilitators in preparation for workshop
- met with Supt. of Program re implementation of Policy within Program Dept.

Ryerson Elementary School
- presented Race Relations Awareness inservice
- provided consultation to principal to plan school program

Georges P. Vanier Secondary School
- provided design for presentation and case studies for discussion, during presentation by a staff member

Linden Park Elementary School
- planned and presented diversity training for grade 4 and 5 students in a retreat situation

Black History Month Co-chair
- planned celebrations with committee established for the event
- play "Our Lost Heroes" presented to middle and secondary schools
- celebration appeared very successful - survey form distributed to schools hopefully will confirm this
- along with the ESL/ESD Consultant, prepared proposal for anti-racism project to develop resource materials to augment Black History Month and the infusion of Black History Heritage material into curriculum - granted $2000.00 from Ministry of Citizenship
- interviewed students for the project with ESL/ESD Consultant

Sir John A MacDonald Community Outreach
- attended 2 meetings with planning committee
- attended 1 meeting with Vietnamese community

Networking / Consultations / Meetings

Intervention re Carousel Players production "Shall I call a teacher"
- at the request of Trustee Sue Rodgerson, discussed with producer the concern regarding the use of a remark that was perceived to be racist - agreed to contact the writer - writer rewrote that particular segment to eliminate the racist comment - all parties concerned were advised
- attended subsequent performance of the play at Adelaide Hoodless School - changes were satisfactory

Conflict Management Training Session
- attended a 5 day Conflict Management session jointly sponsored by the Mayor's Race Relations Committee and the Anti-Racist Secretariat
- training is complete with one more day of practical work planned for the fall after which a certificate will be issued
- excellent opportunity for networking

Ministry of Education Roundtable Discussion for School Boards re Development of Policies
- advised Trustees and Sr. Management of workshop and opportunity to attend

CARD (Committee Against Racial Discrimination) conference
- met with planning committee and former Director
- promoted conference throughout the system (Trustees, Sr. Management, PROFS through system)

International Day for Elimination of Racism - City Hall
- spoke at the event as requested by Director

Mayor's Race Relations Committee Banquet

Bullying
- attended information gathering meeting of Board and community initiated by Trustee Judith Bishop
- sent bullying information to parent upon request
- attended community meeting at City Hall re Violence at Schools

- Hamilton-Wentworth Senior Manager's Anti-Racism Network
- Hamilton Employment Equity Practitioner's Association
- Co-chair, Mayor's Race Relations Committee
- Mayor, Members of Council and City Hall staff
- Hamilton and District Multicultural Council
- Central Ontario Region Employment Equity Network
- Mayor's Mundialization Committee
- Provincial Council of Women

Networking/Consultations/Meetings (cont.)

- Hamilton-Wentworth Regional Police Department
- Immigrant Women Action Group
- Women Across Cultures
- Anti-Racism Secretariat - focus on needs and funding
- Hamilton-Wentworth Separate School Board - re their policy development and subsequent to its official passing by their Board
- Director and ESL/ESD Consultant with Black Community Members
- SHAIR International Resource Centre
- ESL/ESD Consultant
- Black Youth Achievement Centre
- Representatives of the Board's Bargaining Units
- Trustees
- Superintendent of Program re department report and future plans - Cooperative Learning Conference focused on Diversity
- Superintendent of Schools, Area 3
- Public Relations Officer re newsletter, etc.
- Various other individuals within the Board structure and community

Workshops / conferences / seminars

- Mohawk College "Cultural Sensitivity"
- Race/equity/gender, Toronto and Area Boards of Education
- Immigrant Serving Agency Network
- Training the trainer
- Human Rights in the Workplace
- Dealing with Diversity Seminar
- The Evolving Workplace Forum - University of Toronto
- Drake International Seminar - guest speaker, Juanita Westmorland Traore, Employment Equity Commissioner, Ministry of Citizenship
- Ernst & Young Seminar - Employment Equity Legislation
- Anti-Racism and Feminism Conference

Other

- provided information - "Cultural Implications in Hiring" for Staff Development
- planned workshop re "References" in hiring, with a component on cultural sensitivities
- Teacher staffing - input related to questions about diversity for interview team
- input into Race Relations component of Code of Conduct for several schools
- investigation resulting from calls from Human Rights Commission
- investigation resulting from calls from parents re situations arising in schools
- processed nomination for "Lincoln Alexander Award" - student from Sir Allan MacNab
- dealt with numerous requests for information and provided consultation when and where required regarding specific incidents
- distributed information to Senior Management and Trustees regarding upcoming events of interest
- researching and reviewing of resources available with the view to providing staff with the most up-to-date information
- consulting with the Media department to expand library of appropriate videos

Appendix #4

FUTURE DIRECTIONS

The following is based on the results of the survey and personal observations resulting from networking, discussions with key people, and attendance at various functions.

Application to Ministry of Citizenship for "Change Your Future" program funding
We must provide students with the opportunity to develop their academic and social skills to the fullest, as well as providing a caring and safe environment. This program is designed to assist racial minority students to stay in school and achieve academic success. Information from Boards that participated for the past two years is being gathered and a meeting has been scheduled to discuss and plan our involvement.

Incident Tracking Form
There is a need to assure that we are adequately addressing all issues. Racial incidents that occur within the system are a vital concern. An "Incident Form" will assist in dealing with this issue. A definition of racial incidents will be provided as a guideline. Some work has already been undertaken in this area, as well as consultation with senior management and principals.

Steering Committee
Reconvene previous Race Relations Steering Committee to share the survey results and provide input on future directions. Consider establishing an Umbrella Committee to deal with all the FAIRNESS issues, i.e. Race Relations and Ethnocultural Equity Policy, Affirmative Action/Employment Equity Policy, Policy Against Harassment

Provide Inservice Training Opportunities
Plan inservice training opportunities for all staff and students in identified areas.

Continue Developing Network
A high profile in the community is vital to the success of our policy, and therefore it is necessary to continue developing a network and in doing so, gain the trust of the community.

Newsletter
Send out a quarterly newsletter focusing on all FAIRNESS issues.

Training Communicators & Facilitators
Train a team of communicators/facilitators in conjunction with facilitators for the Policy Against Harassment

Resource kit
Develop a resource kit which will be available to schools and departments. The kit will include designs of workshops, materials, as well as listings of resources such as videos, books, etc.

Workforce Survey
A workforce survey needs to be undertaken in preparation for the implementation of Employment Equity Bill 79

Conference/workshop for academic staff
Cooperative learning in the classroom focused on diversity

Race/Gender/Equity Conference
Propose to other Boards and McMaster University the cooperative planning of above conference

Funding
Investigate sources of funding for development of programs, training, etc.

Monitoring
Monitor compliance to Policy in relation to hiring practices, promotion procedures, selection of candidates

1993 06 03

To: Chairman and Members of
Development Committee
Board of Education for the City of Hamilton

From: E. G. Bond, Superintendent of Program
Bill Manson, Co-ordinator, English, Drama, Dance

Re: Report of the Literacy Committee (1993)

Report: Information

BACKGROUND

Committee Rationale:

The Literacy Committee was formed by the Secondary School Development Committee in response to proposals for Literacy education contained in the Appendices of the Secondary School Study Report, 1991.

Committee Mandate:

- to review the current Definition of literacy. (Appendix I)
- to develop a set of Belief Statements about literacy. (Appendix I)
- to develop a Mission Statement for literacy. (Appendix I)
- to review current projects and practices in literacy. (Appendix II)
- to propose future directions for literacy. (Appendix III)

Committee Membership:

- Jan Armstrong, Hamilton Council of Home & School Associations
- Marie Bountrogianni, Chief Psychologist
- Cheryl Ende, E.S.L. Department Head
- Clare Finch, Hamilton & District Literacy Council
- Bill Manson, English Co-ordinator, Committee Chair
- Carol Mason, Trustee
- Eva Riis-Culver, Hamilton Council of Home & School Associations
- Shelagh Simpson, Early Years Co-ordinator
- Mary Jean Tyczynski, Formative Years Co-ordinator

ISSUES

- To share information with the Trustees regarding the data contained in the Report of the Literacy Committee, April, 1993.
- To determine Trustee support for the Definition of Literacy, Belief Statements about Literacy and Mission Statement for Literacy contained in the Report of the Literacy Committee, April 1993.

RECOMMENDATION

That the Report of the Literacy Committee (1993) be received for information.

RATIONALE

The Literacy Committee Report includes the following information:

- **Definition of, Belief Statements about, and Mission Statement for, Literacy.**
- **Literacy in Education:** an analysis of current Canadian literacy survey data, the implications for literacy education in Hamilton schools, and the rationale for the Report.
- **Future Directions for Literacy Education in Hamilton:** actions which will be undertaken in response to the Definition of, Belief Statements about and Mission Statement for Literacy contained in the Report.

APPENDICES

Appendix I: Literacy

- Definition
- Belief Statements
- Mission Statement

Appendix II: Literacy in Education

- Analysis of Current Statistics
- Conclusions:
  - The Literate Graduate
  - E.S.L. Programs
  - Special Literacy Programs

Appendix III: Future Directions

- Language Across the Curriculum
- Technologies Across the Curriculum
- Primary Language Arts Programs
- Remedial Programs
- E.S.L. Programs
- Resources
- Awareness - Raising
- Partnerships
- Benchmarks

DEFINITION OF LITERACY:

Today's complex information and technologies-based society demands that we re-examine the traditional belief that to be literate is to be able to read and write at a functional level. In fact, we must re-examine what we mean by "being able to read" and "being able to write" in the context of the communications media and technologies that are in common use today. A more appropriate working definition of literacy for the 1990's is:

To be literate is to be able to interact through and with a variety of communication forms for purposeful activity. The literate person is able to think, feel and act as a result of the interaction.

These communication forms include:

- *languages - print, written language, spoken language, numbers, graphics*
- *technologies - computers, television, videos, laser -discs, CD's, and all new technologies accepted and used widely by our society*
- *arts - dance, drama, music, and visual art.*

BELIEFS ABOUT LITERACY:

The traditional beliefs about literacy in terms of the ability to function as a reader and writer still hold true. However, these beliefs need to be extended in the Age of Information and Technology to include all areas outlined in the definition above. The following are the belief statements which form the foundation of an effective literacy program in the 1990's.

- Habits and patterns of literacy are established before formal schooling begins and continue after formal schooling ends.
- Literacy learning is a dynamic developmental process.
- Literacy knowledge, skills and values developed in one language transfer to other languages.

- Literacy provides a vehicle for thinking and communicating.
- Reading, writing, listening, speaking, viewing, and using media and art forms are fundamental to literacy development.
- Resources (human and material) and learning environment (physical, intellectual and emotional) are factors in literacy learning.
- All educators teach and model literacy.

- Literacy is achieved through the collaboration of all sectors and agencies of a community, including the home and the school.
- Literacy enables the individual to contribute to society.
- Expectations and standards for literacy change over time.

MISSION STATEMENT:

The Hamilton Board of Education promotes literacy among its students and staff by:

- providing quality literacy-based programs for all English and French (first and second language) learners which enable them to attain their full learning potential;
- supporting schools and teachers in developing and implementing literacy programs to address the needs of "at-risk" students;
- working collaboratively with parents, volunteers, community agencies, business, industry and post-secondary educational institutions to promote literacy.

ANALYSIS OF CURRENT STATISTICS:

In the Information and Technological Age, literacy is both a major learning goal and a primary learning process in education which enable our students and graduates to interact effectively with their world. Both the educational community and the community at large recognize the need for high levels of literacy and numeracy in our society as we move into the 21st century.

Over the past few years, a popular notion has been evolving that our public schools are graduating large numbers of illiterate students, graduates whose functional literacy is well below that of graduates of thirty or forty years ago. This belief has been fired by some tertiary educational establishments and particularly by the media. For example, in the June 10, 1992 edition of ***The Hamilton Spectator***, a columnist is quoted as saying:

"Two and a half decades of this approach (i.e., child-centred learning) have taken their toll in record-high illiteracy..."

In fact, in Ontario the illiteracy rate among people educated in the 1970's and 1980's is at 6%, considerably lower than illiteracy rates of preceding generations. People educated in the 1950's and 1960's have an illiteracy rate of 14%. An even higher illiteracy rate of 32% is attributed to people who attended school before 1950.

The Research Department of the Hamilton Board has analyzed and evaluated the data from the **Southam Literacy Survey (1987)** and the **Stats-Can Literacy Survey (1989)**. Both surveys, based on the ability of participants to read and write at a functional level, do indicate high rates of illiteracy overall among our population.

However, when the Southam data are analyzed in terms of age groups, they clearly indicate that the age 65+ group show a 40% rate of functional illiteracy which declines steadily to 12% in the 18-24 age group. The Stats-Can data indicate the same trend. In Ontario, the data show only a 4% rate of functional illiteracy in the 16-18 age group and 7% in the 19-24 age group compared to 32% in the 55-69 age group. These data belie the conclusions drawn in the popular press that today's graduates are more functionally illiterate than past graduates.

A further analysis of the data suggests that:

- among current high school graduates, those born in Canada have an illiteracy rate of almost zero. The illiteracy rate does increase among those who graduated from high school in Canada or in another country whose second language is English. This has implications for our ESL programs.
- the older age groups which reflect a markedly higher rate of functional illiteracy may very well have been considered literate by society's standards when they were 18. Many may simply not have been able to adjust to the demands for increased literacy as societal change occurred over time. This has implications for our curriculum whose goal is to develop life-long learners.
- the **Southam** and **Stats-Can** surveys tested functional literacy only in English (and French) as a first language, and only in terms of a person's ability to read and write. The Age of Information and Technology is placing new demands on the learner which expand the definition of literacy beyond being able to deal successfully with only print. This change factor has implications for all our programs.

THE LITERATE GRADUATE

Today's learners, as in the past, use their eyes and ears to process information from their visual and aural worlds. However, unlike the past where this processing was done mainly in terms of print and spoken language, in the Age of Information and Technology there are many commonly-used communication forms ("texts") which influence learning and which learners must be able to use if they are to function productively in society. Some of the visual, aural and electronic "texts" in common use are summarized below.

Visual Forms	Aural Forms	Electronic Forms (Visual and Aural)
•print •written language •numbers •graphics •visual art •drama •dance	•spoken language •music •sound	•computers •television •videos •laser-discs •radio •CD's

A literate person today must be able to use these "texts":

- to manage information:
  - -know when, how and where to find data
  - -analyze and evaluate data
  - -select appropriate data
  - -organize and communicate data
  - -generate new data
  - -use data for a purpose;
- to express thoughts, concepts, feelings and values;
- to explore and create links in our multicultural society;
- to respond positively to ever-increasing change.

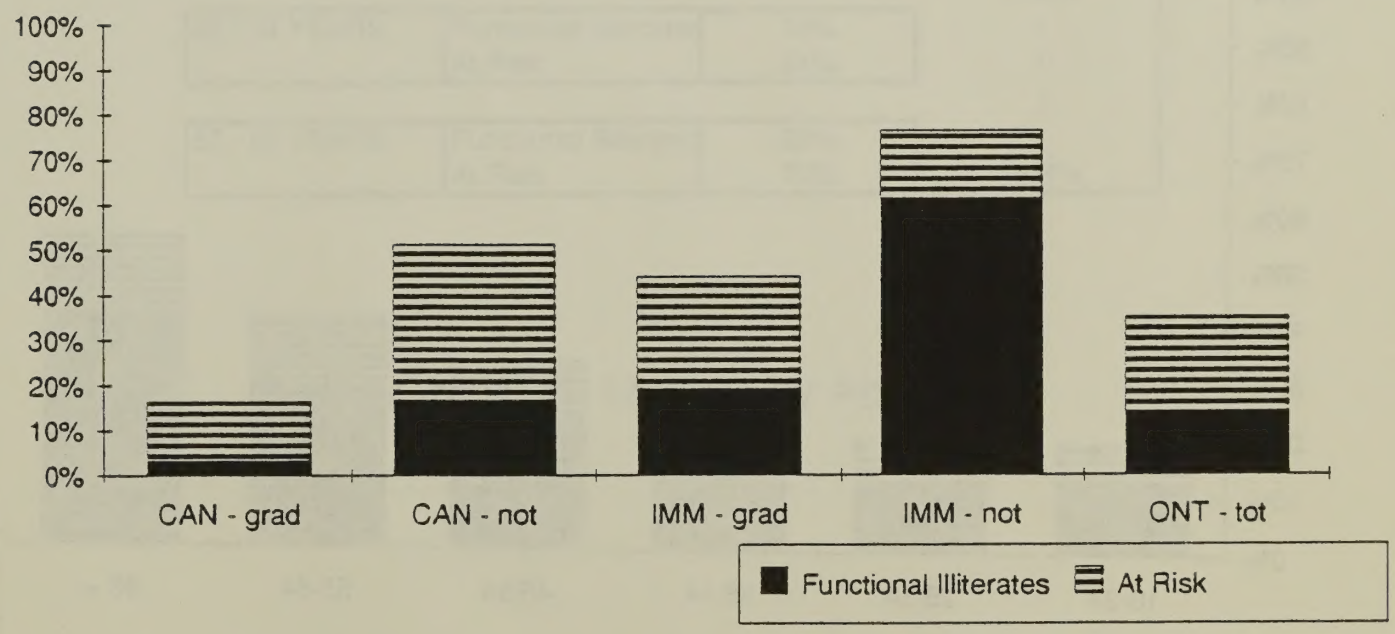
In order to be productive in the society of the 21st century, today's learners (of any age) need to be able to do more than only read and write well. The **Stats-Can** and **Southam** research indicates that we are graduating functionally literate people in the areas of reading and writing. However, we must also be developing self-motivated, self-directed, life-long learners who are able:

- to observe, read, view and listen with comprehension;
- to speak, write, compute and communicate through a variety of media forms as well as print and speech;
- to use the new technologies as tools for communication, expression and creation;
- to interact positively with others in working toward common goals.

SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES (STATS CAN, 1989)

		CAN - grad*	CAN - not	IMM - grad	IMM - not	ONT - tot
TOTAL ALL AGES	Functional Illiterates	3%	17%	19%	60%	14%
	At Risk	13%	34%	25%	16%	21%

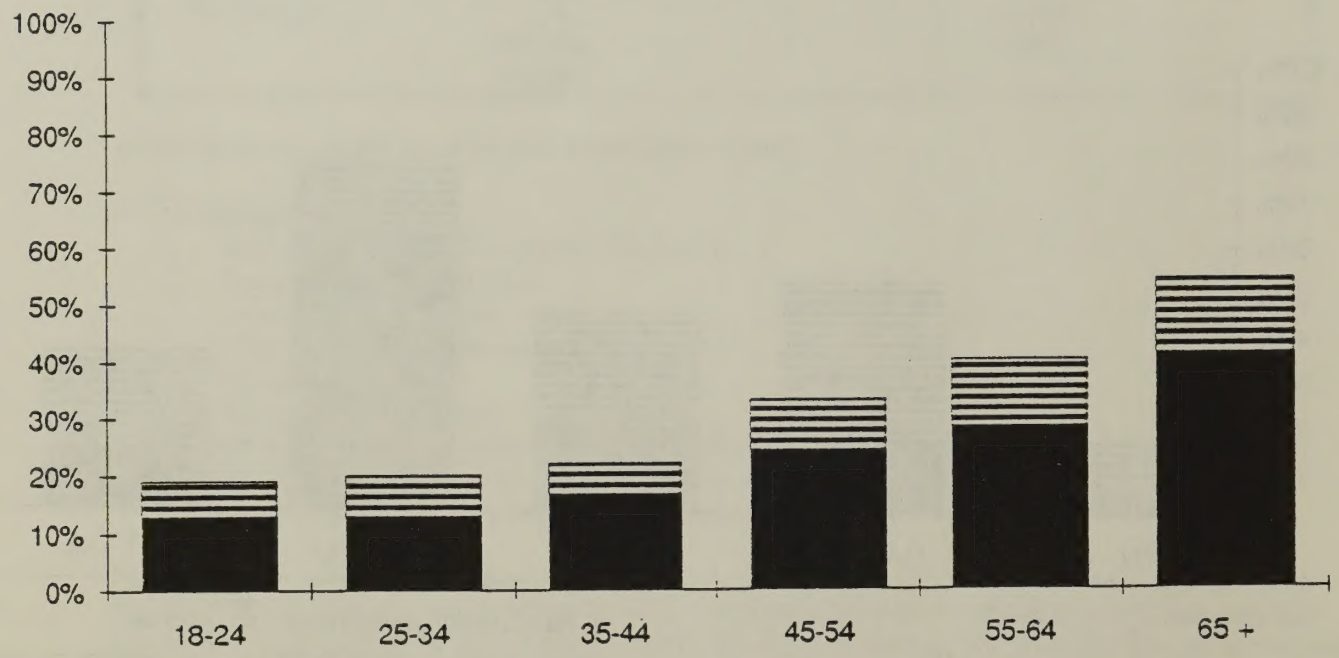
ONTARIO Literacy by Immigration Status and High School Graduation Status



* Born in **CAN**ada, reported that they **GRAD**uated from high school.
Born in **CAN**ada, reported that they did **NOT** graduate from high school.
IMMigrated to Canada, reported that they **GRAD**uated from high school.
IMMigrated to Canada, reported that they did **NOT** graduate from high school.

LITERACY IN CANADA BY AGE (SOUTHAM LITERACY SURVEY, 1987)

	18-24	25-34	35-44	CAN	45-54	55-64	65+
Functionally Illiterate	12%	12%	16%	23%	24%	28%	40%
At Risk	7%	8%	6%	9%	9%	12%	14%



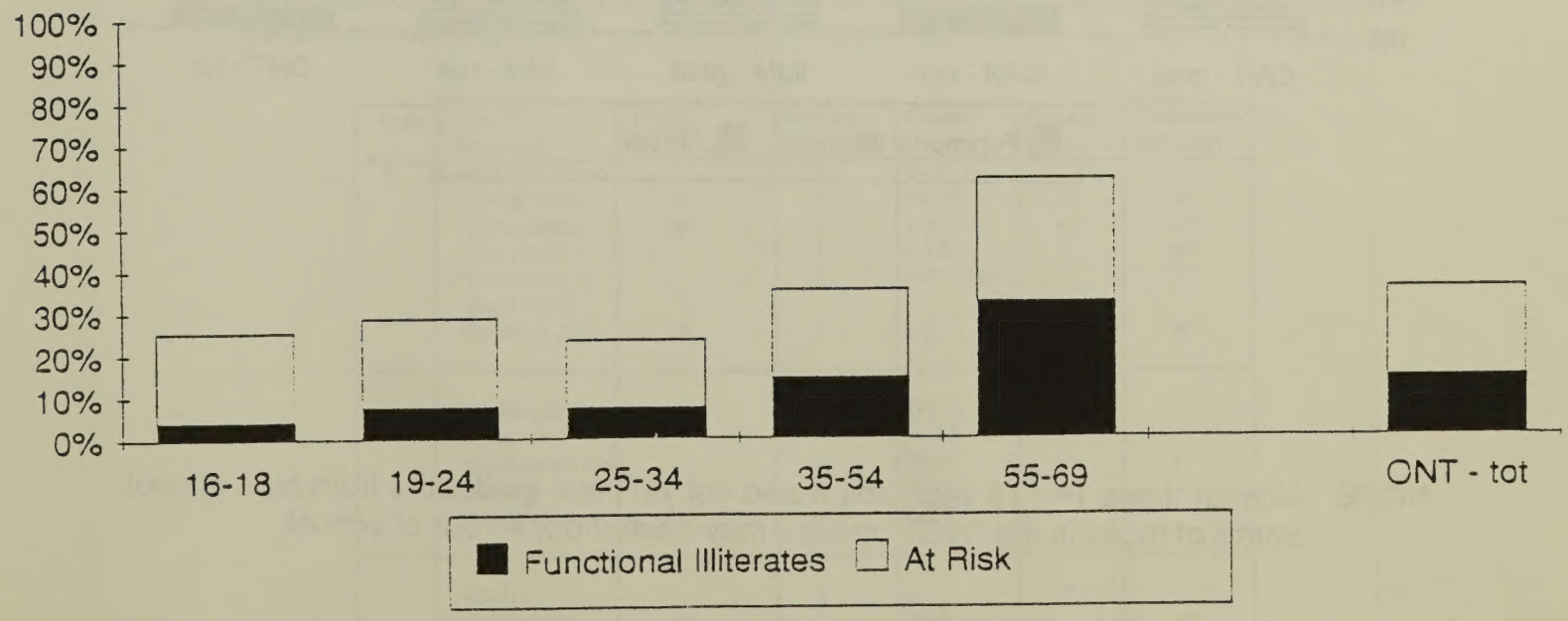
NOTES:

1. Literacy skills were assessed directly using everyday tasks.
2. Graphs reflect **reading** skills in respondents' choice of **English or French**.
3. Most respondents without literacy skills in either official language are excluded from these statistics. These people may be literate in another language.
4. "Functionally illiterate" is defined as Levels 1 and 2 on the Southam Survey. "At risk" is Level 3.
5. Sample size: 2,398 Canadians.
6. Data source: The Creative Research Group 1987. *Literacy in Canada: A research report* prepared for Southam News. Ottawa, Ont.

SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES (STATS CAN, 1989)

		ONT - tot	Educated in the ...
TOTAL ALL AGES	Functional Illiterates	14%	
	At Risk	21%	
16 - 18 YEARS	Functional Illiterates	4%	:
	At Risk	21%	1980's
			:
19 - 24 YEARS	Functional Illiterates	7%	:
	At Risk	21%	:
			1970's
25 - 34 YEARS	Functional Illiterates	7%	:
	At Risk	16%	:
			1960's
35 - 54 YEARS	Functional Illiterates	14%	:
	At Risk	21%	:
			:
55 - 69 YEARS	Functional Illiterates	32%	:
	At Risk	30%	1920's

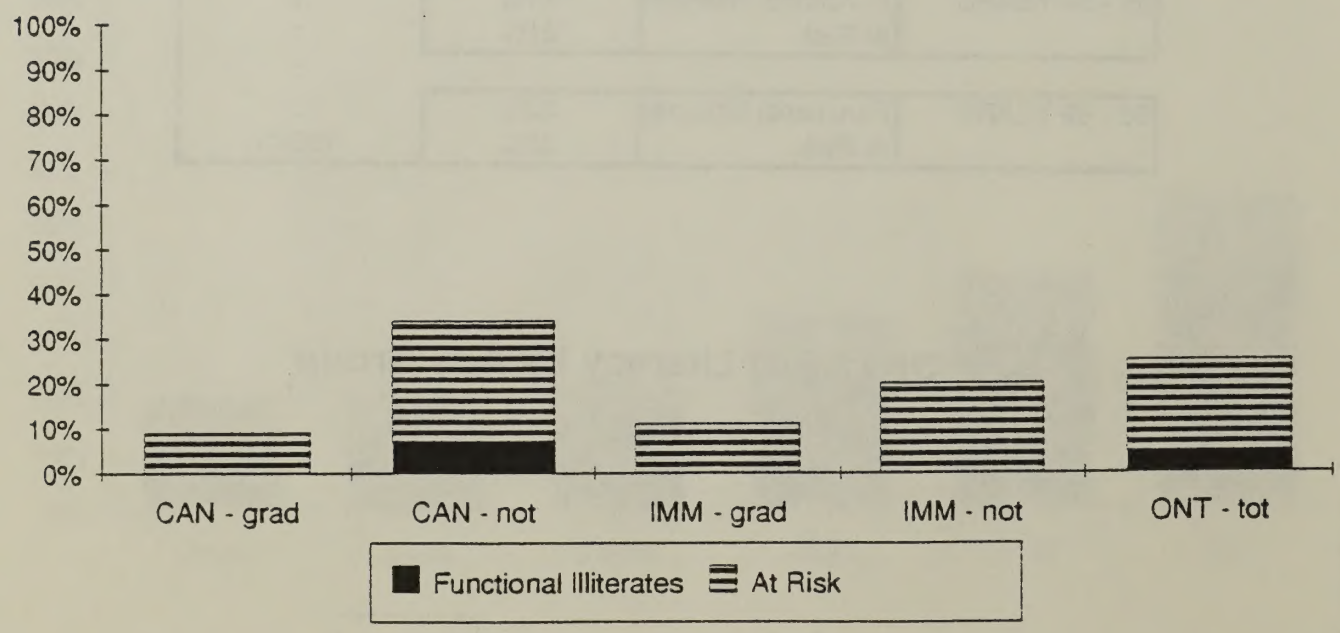
ONTARIO Literacy by Age Group



SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES (STATS CAN, 1989)

		CAN - grad	CAN - not	IMM - grad	IMM - not	ONT - tot
16 - 18 YEARS	Functional Illiterates	0%	6%	0%	0%	4%
	At Risk	9%	28%	11%	20%	21%

ONTARIO Literacy by Immigration Status and High School Graduation Status: 16-18 year olds



NOTE: Most of these 16 - 18 year olds would not yet have graduated from high school. Some of those in the "NOT" groups may have dropped out of school.

ESL PROGRAMS

Clearly, from the Survey data, ESL students require time and resources in order to develop literacy in English. Hamilton Board secondary school outcome data indicate that these efforts result in excellent academic performance by these E.S.L. students.

	Sir John A.MacDonald S.S.				Scott Park S.S.					
	1990-1991		1991-1992		1990-1991		1991-1992		Total	
Marks	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	Total %
91-100	3	0.9	7	2.2	2	1.1	3	1.7	15	1.5
81-90	59	17.3	63	19.4	28	16.1	35	20.3	185	18.3
71-80	106	31.1	120	36.9	50	28.7	49	28.5	325	32.1
61-70	96	28.2	82	25.2	51	29.3	51	29.7	280	27.7
51-60	60	17.6	45	13.8	30	17.2	28	16.3	163	16.1
41-50	14	4.1	5	1.5	12	6.9	4	2.3	35	3.4
31-40	3	0.9	3	0.9	1	0.6	2	1.2	9	.9
Total	341		325		174		172		1012	100%

SPECIAL LITERACY PROGRAMS

In addition to delivering a System Curriculum JK-OAC which promotes a high degree of literacy among our students and graduates, several of our schools are engaged in special literacy projects, many in collaboration with parents, the community and other agencies like the Hamilton & District Literacy Council. These programs are necessary to address the needs of at-risk students.

At the time of writing this report (March, 1993), the following schools reported special literacy projects as summarized below.

Area	Schools Involved	Comp. Ed. School	Number of Projects	Grades	Parents Involved	Community Involved
1	•Ainslie Wood		1	9-12		✔
	•Centennial	✔	6	SK-5	✔	✔
	•Hess Street	✔	2	1-5	✔	✔
	•Lawrence		1	9-12		✔
	•Parkview & Scott Park		1	9-12/OAC		✔
	•Sanford Ave.	✔	1	1-5	✔	✔
2	•Holbrook & MacNab		1	2-3 & 11-12		
	•Ryckman's Cor		7	JK-5	✔	✔
	•Seneca		1	JK-5	✔	✔
	•MacNab		1	9-12		
3	•Delta		1	9	✔	
	•Hillsdale	✔	1	JK-5		✔
	•Parkdale	✔	1	1-5	✔	✔
4	•C.B. Stirling		1	1-8	✔	✔

FUTURE DIRECTIONS

The following directions are based on the Definition of, Belief Statements about, and Mission Statement for Literacy contained in Appendix I of the Report.

- All teachers teach and model literacy in the delivery of their programs. The Superintendent of Program will prepare a report for the Board by December, 1993 re. the implications for programs and resources of a literacy across the curriculum policy.

- The learner's early years are critical in developing habits and patterns in literacy. The Program and Research Departments will continue to monitor the **Growing into Language** and **Writing to Read** programs in the Primary Division.

- The development of literacy is an ongoing and dynamic process. The Program Department will continue to assist the schools in developing remedial language programs to support at-risk learners.

- E.S.L. students have special needs in English Language literacy. The E.S.L. Action Team Report recommendations will continue to be implemented.

- Literacy development is resource-based. The Program Department in 1993-94 will review the nature, allocation and use of literacy resource materials in terms of current and future needs, and develop a systematic plan for the acquisition of multicultural and bias-free resources.

- The nature of literacy and the needs of learners are changing in the Age of Information and Technology. Beginning in 1993-94 the Program Department in collaboration with the Public Relations Officer will develop and implement an ongoing awareness program to enhance learning about literacy at the school, area, system and community levels.

  As well, the Superintendent of Program will develop an action plan in 1993-94 to promote partnerships among business, industry, post-secondary institutions and volunteers in addressing literacy issues in our community.

- The Program Department will develop a set of standards (benchmarks) for literacy at the grade 3, 6, 9 and 12 levels for all Hamilton schools for implementation by June, 1996.